

# MRC Competencies

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# Introductions & Warm Up

At your table, please come up with five skills or abilities which you would consider necessary for any member of any Medical Reserve Corps.



# Round Up



# A Story

- Life before competencies...
  - MRC's are unique
  - Our MRC
  - My participation in the work group



# The Challenge

- How do you set a “bar” for the core knowledge, skills and abilities that every MRC member needs to have to perform?
- How do you deal with the diversity of MRCs nationwide?
- How do you get this done in eight months?



# The Process

- NACCHO facilitated a process to develop core MRC competencies
- Workgroup members selected by MRC National Office
- Share some footage of the MRC competency development workgroup



# The Process

- Invited competency development leaders and practitioners to workgroup
- Several iterations developed
- Focus on core/basic/fundamental/foundational/cross-cutting competencies  
NOT discipline specific competencies



# The Result

- Core competencies document
- Share via partners and website
- Link to existing training
- Evaluate!



# The Result

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## MRC Core Competencies

**BACKGROUND**

Medical Reserve Corps (MRC) members come from a variety of backgrounds and enter the program with varying credentials, capabilities and professional experience. There is currently no standard training or core set of competencies for MRC members; hence, there is variation in what each MRC is able to do. This diversity is a strength of the program, but also makes standardization across the MRCs difficult. In order for an MRC to fulfill its mission in the community, members of the MRC need to be competent to carry out their responsibilities. Training needs to be geared toward a common set of knowledge, skills and abilities.

The development of MRC competencies provides several benefits. Competencies define a core or standard set of activities that each MRC member would be able to perform. They also provide a framework for the program's training component and assist in describing what communities can expect of their MRCs. This 'uniformity' may allow for better interoperability between MRCs, making collaboration amongst MRC units and their external partners more efficient. The use of competencies has proven effective in public health worker training and assessment, and should translate well to the work of MRCs. The goal of this project is to develop a core set of competencies for MRC volunteers, laying the groundwork for future training and development activities of the program.

**COMPETENCY STATEMENTS**

Competency statements are descriptive of expected behavior on the part of an individual. A competency can be composed of a range of knowledge, skills, and attitudes, but must be described as an observable or measurable action. Every competency statement includes an action verb and the object of that verb. Broad competency statements are frequently used in position descriptions or role assignments; narrower competency statements (often described as the sub-competencies) are needed when planning curricula to teach those competencies. Broad competency statements are generally measurable only over time, or in complex situations; sub-competencies used for educational purposes are generally measurable within the time span of a single class or course.

**CORE COMPETENCIES FOR MRC VOLUNTEERS**

We encourage all active members of a Medical Reserve Corps unit, at a minimum, be able to:

1. Describe the procedure and steps necessary for the MRC member to protect health, safety, and overall well-being of themselves, their families, the team, and the community.
2. Document that the MRC member has a personal and family preparedness plan in place.
3. Describe the chain of command (e.g., Emergency Management Systems, ICS, NIMS), the integration of the MRC, and its application to a given incident.
4. Describe the role of the local MRC unit in public health and/or emergency response and its application to a given incident.
5. Describe the MRC member's communication role(s) and processes with response partners, media, general public, and others.
6. Describe the impact of an event on the mental health of the MRC member, responders, and others.
7. Demonstrate the MRC member's ability to follow procedures for assignment, activation, reporting, and deactivation.
8. Identify limits to own skills, knowledge, and abilities as they pertain to MRC role(s).

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# What Will Change

- Life after competencies...
  - Decreased anxiety
  - Increased cohesiveness
  - Increased cooperation



# What's Next?

- Can these competencies be used by others such as all Citizen's Corps members or all volunteers?
- How do our MRC competencies relate to any other competency lists?
- How do we integrate our MRC list with competencies defined at the profession-specific level?



# What's Next?

- How can we evaluate these competencies?
- How do these competencies relate to DHS initiatives and to the emergency support functions language and the National Response Plan?



# Thank you & “Happy Trails!”

